Revised Bloom's Taxonomy (RBT) Table

The Knowledge Dimension	The Cognitive Process Dimension					
	1. Remember – retrieve relevant knowledge from long-term memory	**2. Understand** – Construct meaning from instructional messages, including oral, written, and graphic communication	**3. Apply** – Carry out or use a procedure in a given situation	**4. Analyze** – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	**5. Evaluate** – Make judgments based on criteria and standards	**6. Create** – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
A. Factual Knowledge - The basic elements students must know to be acquainted with a discipline or solve problems in the discipline.						
B. Conceptual Knowledge - The interrelationships among the basic elements within a larger structure that enable them to function together.						
C. Procedural Knowledge - How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.						
D. Meta-Cognitive - Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.						

RIGOR

Multiple Choice Questions   Both Multiple Choice and Constructed Response   Areas Represent Rigorous Performance Tasks

LEVEL 1 - REMEMBERING

Key Words	Questions
define	What is …?
find	Where is …?
how	How did ____ happen?
label	Why did …?
match	When did …?
name	How would you show …?
relate	Who were the main …?
select	Which one …?
show	How is …?
tell	When did ____ happen? How
what	would you explain …? How
when	would you describe ..? Can
where	you recall …?
which	Can you select …?
who	Can you list the three …?
why	Who was …?

LEVEL 2 - UNDERSTANDING

Key Words	Questions
classify	How would you classify the type of …?
compare	How would you compare …? contrast …?
contrast	Will you state or interpret in your own words …?
explain	How would you rephrase the meaning …?
extend	What facts or ideas show …?
illustrate	What is the main idea of …?
infer	Which statements support …?
interpret	Can you explain what is happening …?
outline	What can you say about …?
relate	Which is the best answer …?
rephrase	How would you summarize …?
show	
summarize	
translate	

LEVEL 3 - APPLYING

Key Words	Questions
apply build	How would you use …?
choose	What examples can you find to …?
construct	How would you solve ____ using what you've learned …?
develop	How would you organize ____ to show …?
experiment	How would you show your understanding of …?
with	What approach would you use to …?
identify	How would you apply what you learned to develop …?
interview	What other way would you plan to …?
make use	What would result if …?
model	Can you make use of the facts to …?
organize	What elements would you choose to change …?
plan	What facts would you select to show …?
select	What questions would you ask in an interview with …?
solve	
utilize	

LEVEL 4 - ANALYZING

Key Words	Questions
analyze	What are the parts or features of …?
assume	How is ____ related to …?
categorize	Why do you think …?
classify	What is the theme …?
compare	What motive is there …?
conclusion	Can you list the parts …?
contrast	What inference can you make …?
discover	What conclusions can you draw …?
dissect	How would you classify…?
distinguish	How would you categorize…?
divide	Can you identify the different parts …?
examine	What evidence can you find …?
function	What is the relationship between …?
inference	Can you distinguish between …?
inspect	What is the function of …?
list motive	What ideas justify …?
relationship	
simplify	
survey	
test for	
theme	

LEVEL 5 - EVALUATING

Key Words	Questions
agree	Do you agree with the actions…?
appraise	What is your opinion of …?
assess	How would you prove …? Disprove…?
award	Can you assess the value or importance of …?
choose	Would it be better if …?
compare	Why did they (the character) choose …?
conclude	What would you recommend…?
criticize	How would you rate the …?
decide	What would you cite to defend the actions …?
deduct	How could you determine…?
defend	What choice would you have made …?
determine	How would you prioritize …?
disprove	What judgment would you make about …?
dispute	Based on what you know, how would you explain …?
estimate	What information would you use to support the view…?
evaluate	How would you justify …?
explain	What data was used to make the conclusion…?
influence	What was it better that …?
interpret	How would you compare the ideas …?
judge	
justify	
mark	

LEVEL 6 - CREATING

Key Words	Questions
adapt	What changes would you make to solve …?
build	How would you improve …?
change	What would happen if …?
choose	Can you elaborate on the reason …?
combine	Can you propose an alternative…?
compile	Can you invent …?
compose	How would you adapt ____ to create a different …?
construct	How could you change (modify) the plot (plan) …?
create	What could be done to minimize (maximize) …?
design	What way would you design …?
discuss	What could be combined to improve (change) …?
elaborate	Suppose you could ____ what would you do …?
estimate	How would you test …?
formulate	Can you formulate a theory for …?
imagine	Can you predict the outcome if …?
improve	How would you estimate the results for …?
invent	What facts can you compile …?
make up	Can you construct a model that would change …?
modify	Can you think of an original way for the …?
originate	
plan	
predict	

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